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In receiving this Stage 5 (Yrs 9 & 10) Assessment Handbook you have taken on the responsibility to follow the procedures outlined.

As a student of Our Lady of Mercy Catholic College Burraneer

- I understand that I am to complete and present all assessment tasks by the due date; and to be present for those assessment Tasks held at the College.
- If I am absent on the day of an assessment task I should contact the College and explain my absence.
- I realise that if I fail to hand in an assessment task by the due date I will be penalised accordingly.
- If I miss any assessment task (speech, exam or assignment) I must report to the Class teacher immediately on return to school.
- If I am unable to complete an assessment task for reasons of injury or ill-health, I must complete an [Illness/Misadventure/Appeal Form](#) and submit a medical certificate.
- If I know in advance I am going to miss any task, I need to have the approval of the Leader of Curriculum before the task occurs.
- Any assessment task which is missed, and for which an acceptable reason is not given, will result in the non-attainment of outcomes for that task and a zero mark awarded.
- I understand that I am to do each assessment task to the best of my ability so that I demonstrate my maximum level of achievement.
- I will ensure that any questions I have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- I will show that through my effort and achievement I have met all the requirements of the course.

I AGREE THAT IT IS MY RESPONSIBILITY TO CONSULT WITH THE RELEVANT KLA COORDINATOR IF I EXPERIENCE PROBLEMS IN INTERPRETING THE COLLEGE ASSESSMENT HANDBOOK, OR IN FULLfillING THE COURSE REQUIREMENTS.
Essential Information

OLMC LEADERSHIP TEAM:

Principal ... Ms Gilda Pussich
Assistant Principal ... Mrs Sherrol Gane
Leader of Religious Education ... Mrs Letitia Layton
Leader of Curriculum ... Ms Mary Kondekakis
Leader of Wellbeing ... Mrs Janine Janssen
Leader of Pedagogy ... Mrs Joanna McKeown

KEY LEARNING AREA COORDINATORS:

Religious Education Coordinator Mrs Letitia Layton
Creative Arts Coordinator Mrs Joanne Furnari
English Coordinator Mrs Adla Coure
Human Society and its Environment Coordinator Mr Anthony Moore
Languages Other Than English Coordinator Ms Mary Kondekakis
Mathematics Coordinator Mrs Danielle Karis
Personal Development/Health/Physical Education Coordinator Mrs Kim Tregoning
Science Coordinator Mrs Tess Waterhouse
Technological and Applied Studies Coordinator Mrs Judy Young
eLearning Coordinator Mr Andrew Mackenzie
Careers Adviser/Peer Support Coordinator Ms Annmarie Rayer

YEAR CO-ORDINATORS

YEAR 7 Coordinator ... Mrs Alison Kritzler
YEAR 8 Coordinator ... Mrs Linda Noort
YEAR 9 Coordinator ... Mrs Helena Christoforidis
YEAR 10 Coordinator ... Mrs Karen McNamara

Office Hours:
The College Office is open for enrolments, fees and general business from 8.30am until 3.30pm. Teachers can be contacted between these times.
Street Address: 62-66 Dominic Street, Cronulla NSW 2230
Postal Address: As above
Phone: 02 9544 1966
Fax: 02 9544 1328
Email: info@olmcburraneer.catholic.edu.au
Assessment Policy
(updated January 2016)

Rationale

Our Lady of Mercy Catholic College Burraneer regards assessment as an important and integral aspect of the teaching and learning process. Authentic Learning enables students to apply their knowledge and skills creatively in a range of situations, engage in work that is rigorous and challenging, believe that they are capable learners and have high expectations of themselves and engage critically with the material being learned both as individuals and in collaboration. (Statement on Authentic Learning In Sydney Archdiocesan Schools, SCS July 2015) Effective assessment processes assist students to develop awareness of their own knowledge and skills. Appropriate assessment practices and procedures are essential to ensure justice and equity in the assessment process.

Definition

Assessment is the process of identifying, gathering, evaluating and interpreting information about student learning. The purpose of assessment is to improve the teaching and learning process, allow students to understand and recognise their own strengths and areas for improvement, as well as to measure student progress and achievement. There are a variety of types of assessment, each having its own nature and purpose:

Assessment as learning:

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning:

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment’, it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students.

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.
Assessment for learning:

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Teachers are encouraged to use all three types of assessment in their teaching and learning programs.

Principles

At Our Lady of Mercy Catholic College Burraneer we believe that assessment should:

- be an ongoing and continuous process that is fair, just and equitable;
- be designed to take account of the age and maturity of students and to ensure that students have opportunities to experience success;
- be consistent with the outcomes-based standards referenced framework;
- be consistent with the requirements of the Board of Studies and the Sydney Catholic Schools;
- follow well-documented, whole-school practices and procedures;
- employ a range of different types and styles of varied, interesting and valid processes;
- be appropriately adjusted to meet the requirements of students with diverse educational needs;
- provide students who receive Special Needs funding with Disability Provisions including extra time and /or reader and writer. Other students may apply for Disability Provisions should they become necessary through illness and misadventure;
- be regularly evaluated and improved to ensure optimum effectiveness.
Guidelines

- The College will establish clearly defined practices and procedures to guide the assessment process for each stage and course. These practices and procedures will be published and distributed for the benefit of teachers, students and parents.

- The Leader of Curriculum is responsible for liaising with the KLA Coordinators in determining the practices and procedures to be used in all College assessment.

- Assessment is guided by an outcomes-based standards referenced approach and thus is explicitly linked to the course outcomes and marking criteria. Guidelines are developed for all tasks to indicate to students where they are at in terms of what they know and can do.

- Each KLA will have documentation regarding the assessment schedule for each year group and course offered. All assessment processes, practices and procedures used by each KLA are expected to comply with the requirements of the Board of Studies, Sydney Catholic Schools and the College.

- The variety of tasks set will assess a wide range of syllabus objectives and outcomes. Assessment tasks will be varied and take various forms including tests, exams, assignments, research tasks, oral presentation and work portfolios.

- The use of a student portfolio will enable students to utilise teacher feedback on class work, track their own progress and set new learning goals for the next stage of the learning cycle.

- Details regarding the nature of each assessment task will be given to students via assessment handbooks and class notification letters emailed at least two calendar weeks before the task is due. Information to the students will include the number of formal tasks per year, the nature of each task, outcomes/content being assessed, due dates and weightings.

- In Stage 4 a formal assessment task as well as class based tasks will contribute to the assessment information gathered for each semester.

- Preparing students for all aspects of an assessment task is the responsibility of the teacher and part of the learning process.
Student Assessment Procedure

Practices and Procedures: Stage 5 (Years 9 -10)

Introduction

The following guidelines apply to Stage 5 (Years 9 – 10) assessment and are based upon the College’s Assessment Policy. All faculties aim to provide information about Stage 5 as well as make explicit the College’s expectations regarding assessment. This includes the requirements of the NSW Board of Studies regarding Record of School Achievement (RoSA).

Guidelines for Stage 5 Students

1. Students are expected to follow the expectations set out by each faculty.

2. Students will be expected to complete each assessment task as set by the Assessment Notification and Assessment Handbook. If a student does not present an assessment on the due date it is expected the student will complete the task in all cases. This may involve students doing so as part of a detention or via another means as indicated by the class teacher.

3. Assessment Tasks are to be submitted at the start of the subject on the day they are due. If students do not have that subject on the due date, then it must be submitted as per the instructions on the Assessment Notification.

4. Students are required to sign off that they have received the notification of assessment task, submitted that assessment task and received the marked assessment task and/or feedback sheet.

5. In cases where a student fails to submit an assessment task or sit an examination, a zero mark will be awarded, pending the appeal process. Furthermore, if the assessment task is not submitted the KLA Coordinator will send a Stage 5 Warning Letter- Unsatisfactory Completion of a Course to parents.

6. For an illness or misadventure the student is required to contact the college office on the day absent, complete an Illness/Misadventure/Appeal Form and attach a note from the parent and relevant documentation. This documentation needs to be presented to the class teacher on the first day back at school along with the assessment. In the case of illness, Y10 students must provide a Doctor’s certificate. For misadventure (such as a car breakdown) the responsibility is on the student to prove her case. If absent on the day an assessment task is due, the student is to submit the task on their first day back at school to their teacher or KLA Coordinator.

7. Any student who is intending on taking extended leave needs to apply in writing to the Principal. If the leave is approved, the student will be expected to negotiate with their class teachers and the KLA Coordinators, how to catch up on missed work and assessment tasks. The responsibility is on the student to complete all assigned work otherwise the assessment penalty will apply, as stated in the College’s Assessment Policy.

8. Malpractice is any behaviour where a student seeks to gain an unfair advantage over their peers. This will result in the student being penalised. Plagiarism can include:
   - Copying directly from a text or any other source
   - Not acknowledging other people’s work, ideas, images, music etc.
   - Colluding with others to submit or present work that is not your own.

9. Further requirements apply to Stage 5 students for the successful completion of the Record of School Achievement (RoSA). These are noted in the relevant section of the Assessment Handbook.
10. Non-serious attempts in assessment tasks include making no attempt to answer questions, frivolous and objectionable answers.

a. Penalties will apply ranging from a zero mark recorded and an ‘N’ warning through to ineligibility for the NSW Record of School Achievement.

b. In certain circumstances it may be possible for students to re-submit an assessment task. This will allow students to further develop their knowledge, skills and understanding by using feedback given by teachers on the original task. In these cases, the original grade will be used when determining academic awards, while the grades from the re-submitted task may be used to determine outcome grades on reports. In all instances, the opportunity for a student to resubmit an assessment task is a matter for the KLA Coordinator to determine.

11. A student may request a formal review of a zero mark or an ‘N’ determination or any decision relating to the non-completion of a task or malpractice in writing to the Leader of Curriculum. All appeals must be submitted by Week 7 of each school term. A panel of the Assistant Principal and The Leader of Curriculum will then consider the matter. The student will be notified of the panel’s decision in writing.

12. Students who do not follow these guidelines will place their RoSA in jeopardy.
Procedures for using the Illness / Misadventure / Appeal Form

This form has been developed to assist you in applying for consideration in the event that you are unable to submit a **FORMAL ASSESSMENT TASK** on the **DUE DATE** because you have been:

- prevented from **ATTENDING** a formal assessment task (written, oral or practical exam) on the due date because of illness or misadventure; or
- prevented from **SUBMITTING** a formal assessment task on time because of illness or misadventure; or
- affected by illness or misadventure immediately before or during an assessment task.

You may **NOT** submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time without sufficient evidence; or
- alleged deficiencies in tuition; or
- misreading an assessment task’s instructions; or
- technological or printer difficulties.

You must make sure that you:

- familiarise yourself with the College policies as outlined in your Assessment Handbook;
- speak with the KLA Coordinator if you are in doubt about the requirements or procedures for assessments;
- complete each assessment task to the best of your ability;
- submit assessment tasks on time;
- only submit a digital or an electronic lodgement of an assessment task (that is, email or computer disc/cd) with prior approval by the KLA Coordinator and the teacher concerned;
- supply a Doctor’s Certificate on your return if your absence is due to illness; or
- supply evidence on your return if your absence is due to misadventure.

You must also remember that if you are absent on the due date of an assessment task, you are still responsible for:

- notifying the school of your absence by phoning the school; and
- submitting the task on time by arranging for its delivery; or
- submitting the task on your return with evidence to support why it was not handed in on time.

A medical certificate **MAY NOT** be accepted as an excuse for late submission of an assessment task where the task was issued well in advance of the illness or misadventure and the Medical Certificate shows that the student was not incapacitated until 24 hours before the due date.

**YOUR APPEAL MUST BE LODGED AS SOON AS YOU RETURN TO SCHOOL.**
### SECTION A: STUDENT’S APPEAL

| STUDENT’S NAME: ______________________________ | YEAR: ______ | TEACHER’S NAME: ______________________________ |
|____________________________________________|-------------|-----------------------------------------------|
| SUBJECT: ______________________________________ | CLASS: ______________ |
| REASON/S FOR APPEAL: **Tick the appropriate box and explain the circumstances of your request** |
| ☐ ILLNESS: ☐ MISADVENTURE: ☐ APPEAL: |

**SUPPORTING DOCUMENTATION:** *Please staple documentation to this form.*

- ☐ Doctor’s Certificate
- ☐ Parent/Guardian’s Letter
- ☐ Counsellor’s Statement

- ☐ Other (please specify) __________________________ Date __________________________

Task has been submitted / completed: ☐ YES ☐ NO Date completed/submitted: ______________________

I hereby request that the award of zero for the above assessment task/s be reviewed by the Academic Review Committee. I declare that all the information I have supplied is true.

____________________________ ______________________________
STUDENT’S SIGNATURE DATE

Appeal form submitted to the Class Teacher

### SECTION B: CLASS TEACHER’S COMMENT

| Documentation Sighted: ☐ YES ☐ NO Date Form Submitted: ______________________ |
| Assessment task submitted/completed Date: ______________________ |
| Alternative date to complete/submit task Date: ______________________ |

Class Teacher’s Signature: __________________________ Date: ______________________

Appeal form submitted to the KLA Coordinator

### KLA COORDINATOR’S RECOMMENDATION

- ☐ New Task
- ☐ Sit Original Task
- ☐ Estimate Mark
- ☐ No Penalty

**Comment/Action:**

____________________________

**Student to be notified of appeal decision via email**

KLA Coordinator’s Signature: __________________________ Date: ______________________

Appeal form submitted to the Leader of Curriculum

### SECTION C: LEADER OF CURRICULUM

| APPEAL DECISION: Appeal Upheld ☐ Appeal Rejected ☐ |
| LOC’s Signature: __________________________ Date: ______________________ |

**Appeal form submitted to the Leader of Curriculum**
Stage 5 Course Completion

Why a School Assessment Policy?

The OLMC College Assessment Policy, which is contained in this Handbook, has been designed so that no student can be advantaged or disadvantaged by the College’s system of assessment for the Record of School Achievement (RoSA). Assessment at Our Lady of Mercy Catholic College encourages progressive development of skills and knowledge while ensuring:

- Consistency across subjects and courses;
- Fairness in marking and reporting;

The College Assessment Policy reflects the concern of this community with justice and the dignity of each person.

Eligibility

Record of School Achievement (RoSA) Stage 5 Course completion, is awarded by the Board of Studies Teaching and Educational Standards (BOSTES) to eligible students at the end of Year 10.

To achieve satisfactory completion of Stage 5 Courses, students are required to study courses in each year in Years 7-10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education.

At some time during Years 7-10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

RoSA Grading

Students also are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance. The Assessment Resource Centre (ARC) website describes this aspect of the RoSA in more detail.
Reporting of the NSW School Record of School Achievement (RoSA) Credential

The NSW Record of School Achievement credential will be available to students who do not continue to Year 11 and decide to leave the education system.

1) **A NSW Record of School Achievement**, which shows all Stage 5 (Years 9 and 10) courses completed. It includes, where appropriate:

- the Stage 5 courses that a student has completed and the grade (A-E) awarded by the student's school for each course. The Course Performance Descriptors describe typical performance by students in each grade at the end of Stage 5

- the mandatory requirements in Languages, Design & Technology, Music, Visual Arts, and Personal Development, Health and Physical Education. Mandatory requirements are reported as 'Completed', or, where they have not been met, as 'Not Completed'

- a statement as to whether the student is eligible for the RoSA.

Grades allocated by schools for the subjects presented by their students will be submitted to the Board of Studies Teaching and Educational Standards (BOSTES) in late November.

Students who decide to leave the education system prior to 17 years of age must apply to the College Principal, with proof of full time work or a TAFE placement. These students are eligible for the NSW Record of School Achievement Credential.
How are Grades Determined?

The NSW Board of Studies Teaching and Educational Standards (BOSTES) grading system is concerned with describing the student’s achievement at the end of each course in Stage 5.

Where tasks are scheduled throughout a course, greater weight would generally be given to those tasks held towards the end of the course.

Grades from A - E (N for unsatisfactory or non-completion) will be awarded for all subjects except Mathematics. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. These grades will be awarded on the basis of the ‘Course Performance Descriptors’ issued by the Board of Studies for each course. They will be used to indicate the student’s level of achievement relative to the knowledge objectives and skill objectives of the course studied.

Achievement in this course will be measured by assessment strategies throughout the course. Students’ grades will be based on the school’s assessment of a student’s performance against the ‘Descriptors’ in particular courses.

The assessment tasks set by the school will be used to provide data to assist teachers to determine which description best reflects the level of achievement in the course obtained by each student at the end of the course for that student.

The final decisions are made in relation to the ‘standard’ reached by the individual student, not in relation to performance relative to other students.

It is important to note that the results of (Stage 5 Courses) Year 10 will accumulate on the new credential.
**Applying the Course Performance Descriptors**

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

The final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors is made. In applying these descriptors, they are interpreted in terms of standards that can be achieved by School Certificate students within the bounds of the course.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. Objectives from the affective domain (ie values and attitudes) should not be used in determining a student's grade.

Each student's achievement is compared with the descriptors and not with the rest of the group studying the course.

Furthermore, there is no fixed proportion of students who will receive any particular grade.

The Course Performance Descriptors describe the main features of a typical student's performance at each level of achievement in a given course of study. You will find the Performance Descriptors for each of the courses studied on the Board of Studies Website at

**Assessment Program**

Assessing student achievement is an integral part of teaching any course.

For the purposes of NSW Board of Studies Teaching and Educational Standards (BOSTES), assessment tasks should be matched to the knowledge objectives and the skill objectives of each syllabus.

While the determination of students' final RoSA grades will be based primarily on a program designed to provide a total achievement (or summative) assessment of each level of achievement, progress in individual smaller units of work also have an essential role in the teaching/learning program for any course of study.

The Board of Studies Teaching and Educational Standards (BOSTES) allows the use of other class work to supplement formal Assessment as outlined in this booklet.


That is, both formal assessment tasks and informal assessment opportunities have a place in terms of determining final grades.

For NSW Board of Studies Teaching and Educational Standards (BOSTES) assessment, there is no specific allocation of marks to various objectives, unlike the HSC Assessment System. Teachers determine the grades their students will receive by selecting the best overall description of each student's achievement.
Assessment, Course Performance Descriptors & Final Grades

Applying the Course Performance Descriptors will involve teachers in:

- Using assessment tasks which relate to the knowledge objectives and skill objectives of that course of study.
- Making assessment observations and recording their judgements.
- Making a “summative” assessment judgement for each student, that is, what is the extent of a student’s achievement at the end of the course.
- Applying the Course Performance Descriptors to determine the most appropriate overall description of each student’s achievement at the completion of the course.
- Relating the level of achievement to the General Performance Descriptors to determine a grade.

Teachers will make the final judgement of the grade deserved on the basis of available information and with reference to the Course Performance Descriptors.

THE CHOICE OF A PARTICULAR GRADE SHOULD BE MADE BECAUSE IT RELATES TO THE BEST OVERALL DESCRIPTION OF THE STUDENT’S ACHIEVEMENT IN THAT COURSE OF STUDY.

STUDENTS SHOULD BE AWARE OF THE IMPORTANCE OF MAKING A SERIOUS ATTEMPT AT ALL ASSESSMENT ACTIVITIES IN YEAR 9 AND 10.

Each student should refer to the following pages in the handbook to become acquainted with the details of the tasks in each course of study that will be used to determine their final grades.
Grading Student Achievement

Under NSW Government guidelines, reports provided to parents by all schools describe students' achievements in each course or area of study using a grade A to E (or equivalent). These grades relate to clearly defined standards.

Teachers in secondary schools have been allocating grades to students to indicate their standard of achievement in courses studied as part of the School Certificate since 1991. Teachers have determined the appropriate grade (A to E) to award a student by deciding which of five descriptions of performance best matched the students' achievement in a course. These descriptions of performance specific to each course, known as Course Performance Descriptors, were based on a set of generic statements of performance for each grade level referred to as the General Performance Descriptors.

To assist teachers in allocating grades to their students, samples of student work will be provided. These work samples will illustrate the quality of work typically produced by students who achieve each grade. They will be available through the Board’s web-based Assessment Resource Centre:

The Common Grade Scale

The Common Grade Scale describes performance at each of five grade levels.

The Board of Studies Teaching and Educational Standards (BOSTES), devised the grade scale shown below so that it can be used to report student achievement in both the primary and junior secondary years in all NSW schools.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Common Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills</td>
</tr>
</tbody>
</table>

The Board of Studies requires schools to submit grades for each student at the end of Year 10 for the Stage 5 Course Completion or RoSA. Subject-specific Course Performance Descriptors have been developed for teachers to use in assigning grades. It is not intended that any other subject-specific course performance descriptors be developed.
**Non-Award of Record of School Achievement (RoSA)**

In the following cases the Board of Studies Teaching and Educational Standards (BOSTES), will not award the RoSA. Depending on the circumstances of the case, the BOSTES may also not award the Record of Achievement if the student:

a) did not meet all mandatory curriculum requirements;

b) left school before the final date for Year 10 without being granted an exemption;

c) did not comply with other Board requirements.
SAMPLE WARNING LETTER

OUR LADY OF MERCY CATHOLIC COLLEGE
BURRANEER

62-66 Dominic Street, Cronulla 2230
Phone: 9544 1966   Fax: 9544 1328

Dear __________________________

WARNING LETTER

Non-completion of a Stage 5 Course

I am writing to advise that your daughter _______________________ is in danger of not meeting the Course Completion Criteria for the Stage 5 in ________________________________.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as the _______ (eg 1st, 2nd) official warning we have issued concerning ________________________________.

A minimum of two course-specific warnings must be issued prior to a final ‘N’ determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria they place themselves at risk of receiving an ‘N’ (non-completion of course) determination. Students who receive an ‘N’ determination in a mandatory course are not eligible for Stage 5 Course Completion.

______________________________

☐ is a mandatory course
☐ is not a mandatory course

To date, ________________________________ has not satisfactorily met the Stage 5 Course Completion Criteria because:

☐ She has not followed the course developed or endorsed by the Board of Studies
☐ She has not applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
☐ She has not achieved some or all of the course outcomes.
The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for ____________________________ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

<table>
<thead>
<tr>
<th>Task name. Course requirement or course outcome</th>
<th>Date task initially due (if applicable)</th>
<th>Action required by student</th>
<th>Date to be completed by (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

In accordance with OLMC Assessment Policy, the student will forfeit the marks allocated to this task, but she will have indicated that she has satisfactorily completed the requirements or outcomes for the Course.

Please discuss this matter with your daughter and contact the school if further information or clarification is needed.

Yours sincerely,

__________________________________  __________________________________
KLA Coordinator                  Principal

________________________________________________________________________---

PLEASE DETACH THIS SECTION AND RETURN IT TO THE SCHOOL.

Requirements for the Satisfactory Completion of a Stage 5 Course

- I have received the letter dated ________ indicating that ___________________________ is in danger of not having satisfactorily completed ____________________________.
- I am aware that this course may appear on her Record of Achievement Part A with ‘N’ (non-completion of course) indicated.
- I am also aware that the ‘N’ determination may make her ineligible for the award of the NSW Record of School Achievement (RoSA).

Parent/Guardian’s signature: ____________________________ Date:___________________
Student’s signature: ____________________________ Date:___________________
### Year 10 Commerce Assessment Schedule 2016

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Law &amp; Society Literacy Task (IC)</td>
<td>5.1, 5.2 &amp; 5.3</td>
<td>1</td>
<td>7</td>
<td>Day 3 Wednesday 9 March</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Examination (IC)</td>
<td>5.1, 5.2, 5.3, 5.4, 5.8</td>
<td>2</td>
<td>5/6</td>
<td>Assessment Block 24/5-1/6</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Business Marketing (HI)</td>
<td>5.1, 5.4, 5.5, 5.7, 5.8, 5.9</td>
<td>3</td>
<td>7</td>
<td>Day 3 Wednesday 31 August</td>
<td>30%</td>
</tr>
</tbody>
</table>
| 4    | Running a Business Presentations (P & HI & P) | 5.1, 5.4, 5.5, 5.7, 5.8, 5.9 | 4    | 3 & 4 | **Practical:** Thursday 22 September  
**Presentation & HI:** Wednesday 26 October - 2 November | 30%       |

Total 100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

[http://arc.boardofstudies.nsw.edu.au/go/sc/sc-grading/cpds/]
## Year 10 Drama Assessment Schedule 2016

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
</table>
| 1    | Unit: *Shakespeare*  
       -Group Adaptation & Performance  
       -Logbook | 5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3 | 1     | 11   | 30/3                 | 20%       |
| 2    | Written Exam            | 5.3.1, 5.3.2, 5.3.3 | 2     | 5/6  | Assessment Block      | 15%       |
| 3    | Unit: *Commedia dell’arte*  
       -Group Playbuilding & Performance  
       -Logbook | 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3 | 3     | 4    | 10/8                 | 20%       |
| 4    | Written Task            | 5.3.1, 5.3.2, 5.3.3 | 3     | 9    | Assessment Block      | 20%       |
| 5    | Unit: Monologue  
       -Scriptwriting  
       -Individual Performance  
       -Logbook | 5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3 | 4     | 4    | 3/11                 | 25%       |
|      | **Total**               |          |      |      |                      | **100%**  |

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

### Year 10 English Assessment Schedule 2016

<table>
<thead>
<tr>
<th>TASK</th>
<th>OUTCOMES</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EN5 - 1A; EN5 - 3B; EN5 - 5C; EN5 - 7D; EN5 - 9E</td>
<td>Creative Writing composition (hand in)</td>
<td>1</td>
<td>9</td>
<td>22/3/16</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>EN5 - 1A; EN5 - 3B; EN5 - 6C; EN5 - 7D; EN5 - 8D; EN5 - 9E</td>
<td>Related Text Analysis and Comparison (in class)</td>
<td>2</td>
<td>5</td>
<td>Assessment Block</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>EN5 - 1A; EN5 - 4B; EN5 - 6C; EN5 - 7D; EN5 - 9E</td>
<td>Essay (in class)</td>
<td>3</td>
<td>8</td>
<td>Assessment Block</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>EN5 - 1A; EN5 - 4B; EN5 - 6C; EN5 - 7D; EN5 - 9E</td>
<td>Speech (delivered in class) Transcript (hand in)</td>
<td>4</td>
<td>5</td>
<td>8/11/16</td>
<td>20%</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Total</td>
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<td></td>
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<td>100%</td>
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(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

## Year 10 Food Technology Assessment Schedule 2016

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.2.2, 5.2.3, 5.5.1, 5.5.2</td>
<td>New Food design, make and evaluate</td>
<td>1</td>
<td>10</td>
<td>28/3</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>5.2.2, 5.3.2, 5.6.1, 5.1.1, 5.3.1, 5.3.2, 5.4.1,</td>
<td>Food and special nutrition needs research Presentation</td>
<td>2</td>
<td>5</td>
<td>Assessment Block</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>5.1.1, 5.3.1, 5.3.2, 5.4.1,</td>
<td>Food for special nutrition needs practical</td>
<td>3</td>
<td>2</td>
<td>WS 25/7</td>
<td>20%</td>
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<tr>
<td>4</td>
<td>5.2.1, 5.3.1, 5.6.2, 5.1.1, 5.1.2, 5.3.2</td>
<td>Test Yearly</td>
<td>3</td>
<td>10</td>
<td>Assessment Block</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>5.2.3, 5.4.2, 5.5.1, 5.5.2</td>
<td>Food Trends design, and presentation</td>
<td>4</td>
<td>4</td>
<td>WS 31/10</td>
<td>20%</td>
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<tr>
<td></td>
<td>Total</td>
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<td></td>
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<td>100%</td>
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(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

### Year 10 French Assessment Schedule 2016

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Comprehension Culture (IC) Speaking (HI)</td>
<td>5.UL.2 5.MBC.2 5.UL.4</td>
<td>1</td>
<td>8</td>
<td>Thurs 17/3</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Listening Comprehension Writing (IC)</td>
<td>5.UL.1 5.UL.3</td>
<td>2</td>
<td>5/6</td>
<td>Assessment Block Weeks 5/6</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Reading Comprehension Culture (IC) Speaking (IC)</td>
<td>5.UL.2 5.MBC.2 5.UL.4</td>
<td>3</td>
<td>9/10</td>
<td>Assessment Block Weeks 9/10</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>Listening Comprehension Writing (IC)</td>
<td>5.UL.1 5.UL.3</td>
<td>4</td>
<td>4</td>
<td>Wed 3/11</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
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</tbody>
</table>

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SKILLS EXAMINATION (IC)</td>
<td>5.2, 5.3</td>
<td>1</td>
<td>9</td>
<td>Tuesday 22nd March (Day 2)</td>
<td>25%</td>
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<tr>
<td>2</td>
<td>RAP (HI)</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.10</td>
<td>2</td>
<td>2</td>
<td>Tuesday 3rd May (Day 7)</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>EXAMINATION (Extended Response/ Literacy task) (IC)</td>
<td>5.2, 5.3, 5.4, 5.6, 5.7, 5.10</td>
<td>2</td>
<td>5 &amp; 6</td>
<td>Assessment Block</td>
<td>40%</td>
</tr>
</tbody>
</table>

Total 100%

(IC)= In Class, (HI)= Hand In, (PRAC)= Practical, (P)= Performance/Presentation

# Year 10 History Assessment Schedule 2016

## SEMESTER 2

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SOURCE ANALYSIS (IC)</td>
<td>HT5-2, HT5-5, HT5-7, HT5-9</td>
<td>3</td>
<td>6</td>
<td>Tuesday 23rd August (Day 7)</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>EXAMINATION (Extended Response/ Literacy task) (IC)</td>
<td>HT5-1, HT5-2, HT5-4, HT5.7, HT5-9, HT5-10</td>
<td>3</td>
<td>10</td>
<td>Semester 2 Assessment Block</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>POPULAR CULTURE (Research/ICT/Literacy task) (HI)</td>
<td>HT5-1, HT5-4, HT5-5, HT5-9, HT5-10</td>
<td>4</td>
<td>3</td>
<td>Tuesday 25th October (Day 2)</td>
<td>45%</td>
</tr>
</tbody>
</table>

Total 100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

### Year 10 Industrial Technology (Multi Media and Photography)
#### Assessment Schedule 2016

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
</table>
| 1    | FASHION PHOTOGRAPHY (Photographs, Magazine Cover and Fashion Spread) | 5.1.2  
5.2.1  
5.2.2  
5.3.2  
5.4.1 | 1    | 10   | WS 28/3 | 25%      |
| 2    | ANIMATED ADVERTISEMENT (Stop Motion Ad & Documentation) | 5.2.1  
5.2.2  
5.4.1  
5.5.1 | 2    | 5    | Assessment Block 24/5 | 15%      |
| 3    | PORTRAITURE (Photography Series) | 5.3.2  
5.4.2  
5.5.1  
5.6.1 | 3    | 7    | WS 29/7 | 15%      |
| 4    | KNOWLEDGE & SKILLS EXAMINATION | 5.1.1  
5.3.1  
5.5.1  
5.7.1  
5.7.2 | 3    | 9    | Assessment Block | 20%      |
| 5    | SHORT FILM & DOCUMENTATION | 5.2.2  
5.3.2  
5.4.1  
5.4.2 | 4    | 3    | WS 19/10 | 25%      |
|      | **Total** |          |      |      |                       | **100%**  |

(1C)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

### Year 10 Mathematics Assessment Schedule 2016

#### 5.1 Pathway

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class-Based Task Summary Sheets and Application Problem (HI/IC)</td>
<td>Financial Mathematics MA5.1-4NA &amp; MA5.2-4NA &amp; Area and Surface Area MA5.2-11MG</td>
<td>1</td>
<td>5 - 7</td>
<td>7/3/16</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Formal Task Cross-School Assessment with DLS Cronulla: Exam (IC)</td>
<td>Area, Surface Area and Volume MA5.2-11MG MA5.2-12MG, Earning and Investing Money MA5.1-4NA MA5.2-4NA &amp; Numbers of any Magnitude and Equations MA5.1-9MG MA5.2-8NA</td>
<td>2</td>
<td>5</td>
<td>Term 2 Assessment Block</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Class-Based Task Sample of Work and Discussed Problem Solving Task (HI/IC)</td>
<td>Linear Relationships MA5.2-9NA &amp; Non-Linear Relationships MA5.1-7NA</td>
<td>3</td>
<td>9 and 10</td>
<td>Weeks 9 &amp; 10 Assessment Block</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Formal Task: Exam (IC)</td>
<td>Right-Angled Triangles (Trigonometry) MA5.2-13MG, Single Variable Data Analysis MA5.2-15SP &amp; Probability MA5.2-17SP</td>
<td>4</td>
<td>4</td>
<td>1/11/16</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Total** | | | | | | 100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class-Based Task Summary Sheets and Application Problem (HI/IC)</td>
<td>Financial Mathematics MA5.1-4NA &amp; MA5.2-4NA &amp; Area and Surface Area MA5.2-11MG</td>
<td>1</td>
<td>5 - 7</td>
<td>7/3/16</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Formal Task Cross-School Assessment with DLS Cronulla: Exam (IC)</td>
<td>Area, Surface Area and Volume MA5.2-11MG MA5.2-12MG, Earning and Investing Money MA5.1-4NA MA5.2-4NA &amp; Indices and Equations MA5.2-7NA MA5.2-8NA</td>
<td>2</td>
<td>5</td>
<td>Term 2 Assessment Block</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Class-Based Task Folio: Sample of Work and Discussed Problem Solving Task (HI/IC)</td>
<td>Linear Relationships MA5.2-9NA &amp; Non-Linear Relationships MA5.1-7NA &amp; MA5.2-10NA</td>
<td>3</td>
<td>9 and 10</td>
<td>Weeks 9 &amp; 10 Assessment Block</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Formal Task: Exam (IC)</td>
<td>Right-Angled Triangles (Trigonometry) MA5.2-13MG, Single Variable Data Analysis MA5.2-15SP &amp; Probability MA5.2-17SP</td>
<td>4</td>
<td>4</td>
<td>1/11/16</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
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(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

# Year 10 Mathematics Assessment Schedule 2016

## 5.3 Pathway

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class-Based Task Summary Sheets and Application Problem (HI/IC)</td>
<td>Algebraic Techniques MA5.3-5NA &amp; MA5.3-7NA &amp; Surds and Indices MA5.3-6NA</td>
<td>1</td>
<td>5 - 7</td>
<td>7/3/16</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Formal Task Cross-School Assessment with DLS Cronulla: Exam (IC)</td>
<td>Surds and Indices MA5.3-6NA, Algebra MA5.3-5NA &amp; MA5.3-7NA &amp; Linear and Non-Linear Equations MA5.3-8NA, MA5.3-9NA</td>
<td>2</td>
<td>5</td>
<td>Term 2 Assessment Block</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Class-Based Task Folio: Sample of Work and Discussed Problem Solving Task (HI/IC)</td>
<td>Properties of Geometrical Figures MA5.3-16MG</td>
<td>3</td>
<td>9 and 10</td>
<td>Weeks 9 &amp; 10 Assessment Block</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Formal Task: Exam (IC)</td>
<td>Trigonometry and Pythagoras’ Theorem MA5.3-15MG, Circle Geometry MA5.3-17MG &amp; Polynomials MA5.3-10NA</td>
<td>4</td>
<td>4</td>
<td>1/11/16</td>
<td>35%</td>
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</tbody>
</table>

Total 100%

(1C)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

## Year 10 Music Assessment Schedule 2016

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<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
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<tbody>
<tr>
<td>1</td>
<td>Performance</td>
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<td>16/3/16</td>
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<td>5.2</td>
<td></td>
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<td>5.3</td>
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<td>5.9</td>
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<td></td>
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<tr>
<td>2</td>
<td>Test: Listening, Aural &amp; Composition</td>
<td>5.7</td>
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<td>5-6</td>
<td>Assessment Block</td>
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<td></td>
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<td>5.8</td>
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<td>5.9</td>
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<tr>
<td>3</td>
<td>Listening &amp; Composition</td>
<td>5.4</td>
<td>3</td>
<td>8-9</td>
<td>Assessment Block</td>
<td>30%</td>
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<tr>
<td></td>
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<td>5.5</td>
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<td>5.6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Individual Performance</td>
<td>5.1</td>
<td>4</td>
<td>5</td>
<td>8/11/16</td>
<td>20%</td>
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<td></td>
<td></td>
<td>5.2</td>
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<td>5.3</td>
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<td>5.9</td>
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<td>Total</td>
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<td>100%</td>
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</table>

(IC)=In Class, (HI)= Hand In, (PRAC)= Practical, (P)=Performance/Presentation

## Year 10 PASS Assessment Schedule 2016

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<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Synchronised Swimming</em></td>
<td>4.1 4.2</td>
<td>1</td>
<td>6</td>
<td>3/3</td>
<td>15%</td>
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<tr>
<td></td>
<td>Practical</td>
<td>4.3</td>
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<td>2</td>
<td><em>Coaching Report &amp; Prac</em></td>
<td>3.1 3.2</td>
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<td>31/3</td>
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<td>4.2 4.4</td>
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<td>3</td>
<td>Enhancing Performance</td>
<td>3.1 3.2</td>
<td>2</td>
<td>5</td>
<td>25/5</td>
<td>15%</td>
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<td>4</td>
<td><em>Examination</em></td>
<td>1.1 1.2</td>
<td>3</td>
<td>9</td>
<td>13/9</td>
<td>30%</td>
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<td>3.1 3.2</td>
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<td>Assessment Block</td>
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<td>5</td>
<td><em>Managing Injuries</em></td>
<td>1.1 4.4</td>
<td>4</td>
<td>5</td>
<td>10/11</td>
<td>20%</td>
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<td>Total</td>
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(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

### Year 10 PDHPE Assessment Schedule 2016

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
</table>
| 1    | *Bronze Medallion*  
      Practical          | 5.4  
      5.14              | 1     | 7    | 8/3            | 25%       |
| 2    | *Challenge, Safety & Risk*  
      Project            | 5.6  
      5.7               | 2     | 2    | 6/5             | 25%       |
| 3    | *Dance*  
      Practical                 | 5.4  
      5.14  
      5.16             | 3     | 8    | 5/9 - 9/9  
                      (in class)    | 25%       |
| 4    | Healthy Mind, Healthy Body | 5.1  
      5.6               | 4     | 1    | 13/10          | 25%       |
|      | **Total**              |         |      |      |                      | **100%** |

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### Year 10 Philosophy By The Bay

<table>
<thead>
<tr>
<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
<th>OUTCOMES</th>
<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Task 1: Brain science, philosophy and the mind.</strong> Students use current developments in brain science and their study of philosophical debate as a starting point for their own philosophical thesis about mind/soul/body. Written thesis.</td>
<td>KS 1.2; KS 1.3; KS 2.1; KS 2.2; KS 3.1; KS 3.3; KS 4.2  Additional KS 2.3; KS 4.1 KS 4.3; VA1; VA2; VA3</td>
<td>1</td>
<td>9</td>
<td>Hand in thesis at end of class prep and discussion 21/3 – 24/3</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td><strong>Task 2: Self.</strong> Research egs from art, film, literature, philosophy etc. Then construct a creative expression of their own sense of self through the medium of their choice + explanation of how it relates to their concept of mind/body/soul/philosophy of self.</td>
<td>KS 1.4; KS 2.2; KS 3.3  Additional OUTCOMES KS 4.1; KS 4.3 VA 1</td>
<td>2</td>
<td>4</td>
<td>Individual created representation of ‘self’ to be shared with class. 2/5</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td><strong>Sem 1 Classroom communication component - asking questions, listening, and building upon the ideas of others</strong></td>
<td>KS 2.1; KS 2.2; KS 4.2; KS 4.3; VA 2</td>
<td>2</td>
<td>10</td>
<td>ongoing observation (using template) completed end Sem 1</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>Students explore ethical belief through engaging with current contentious/controversial/complicated issues through:  - Journal – recording thoughts and responses to media – covered ethical issues.  - Team debates, incorporating skills of logic and knowledge of ethics around a provocative ethical question (in front of a real-world audience).</td>
<td>KS 1.1; KS 1.3 KS 3.1; KS 3.2 KS 4.1  Additional KS 2.1; KS 4.2 VA 3</td>
<td>3 &amp; 4</td>
<td>10 (Term3) 2 (Term 3)</td>
<td>Debates will be conducted in class at end of term 2 19/9 – 21/9  Journal to be submitted Week 2 Term 3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td><strong>Personal application of course learnings to a text of their own choice.</strong> Students write an analysis of the philosophical principles and concepts they see in this text.</td>
<td>KS 1.3; KS 1.4; KS 2.1; KS 2.2; KS 3.3  Additional KS 4.3 VA 1; VA 2</td>
<td>4</td>
<td>4</td>
<td>Essay to be submitted 1/11 – 4/11</td>
<td>30%</td>
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<tr>
<td></td>
<td><strong>Sem 2 Classroom communication component - asking questions, listening, and building upon the ideas of others</strong></td>
<td>KS 2.1; KS 2.2; KS 4.2; KS 4.3; VA 2</td>
<td>4</td>
<td></td>
<td>ongoing observation (using template) completed end Sem 2</td>
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</table>

Total 100%

(1C)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

### Year 10 Religion Assessment Schedule 2016

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<tr>
<th>TASK</th>
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<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
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<tbody>
<tr>
<td>1</td>
<td>LITERACY TASK IC</td>
<td>C10.3.1, C10.3.2, C10.3.3</td>
<td>1</td>
<td>7</td>
<td>11 Mar</td>
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<td>2</td>
<td>INDIVIDUAL TASK (Exam) IC</td>
<td>E10.3.2, E10.3.3, A10.3.2, A10.3.3</td>
<td>2</td>
<td>5/6</td>
<td>Common with DLS Caringbah</td>
<td>25%</td>
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<td>3</td>
<td>RESEARCH TASK (Prepared Exam) IC</td>
<td>B10.2.2, B10.2.3, C10.2.2, C10.2.3</td>
<td>3</td>
<td>4</td>
<td>8 Aug</td>
<td>25%</td>
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<tr>
<td>4</td>
<td>ICT TASK (Small Group) Presentation</td>
<td>D10.2.2, D10.2.3, E10.1.1, E10.1.2</td>
<td>4</td>
<td>5/6</td>
<td>Assessment Block</td>
<td>30%</td>
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</table>

Total 100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

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<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
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<tbody>
<tr>
<td>1</td>
<td>Common task with DLS Caringbah Practical Exam</td>
<td>SC5-1VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9WS SC5-16CW SC5-17CW</td>
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<td>14/3</td>
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<tr>
<td>2</td>
<td>Common task with DLS Caringbah Semester 1 Examination</td>
<td>SC5-7WS SC5-9WS SC5-10WS SC5-11PW SC5-16PW SC5-17PW</td>
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<td>25/5</td>
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<td>3</td>
<td>Semester 2 Examination</td>
<td>SC5-2VA SC5-7WS SC5-8WS SC5-9WS SC5-15LW SC5-16CW</td>
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<td>5/9</td>
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<td>4</td>
<td>Hand In (Presentation)</td>
<td>SC5-3VA SC5-6WS SC5-9WS SC5-12ES SC5-13ES</td>
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## Year 10 Textiles Technology Assessment Schedule 2016

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<th>TASK</th>
<th>ASSESSMENT TASK DETAILS</th>
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<th>TERM</th>
<th>WEEK</th>
<th>ASSESSMENT TASK DATE</th>
<th>WEIGHTING</th>
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<tbody>
<tr>
<td>1</td>
<td>DESIGN PROJECT - FURNISHING ITEM Folio, Moodboard &amp; Furnishing Item</td>
<td>5.1.2 5.3.1 5.3.2 5.5.1 5.5.2</td>
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<td>3</td>
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<td>2</td>
<td>EXAMINATION - Knowledge and Skills Test</td>
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<td>3</td>
<td>DESIGN PROJECT - Fashion Illustration</td>
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<td>10</td>
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<td>RESEARCH PROJECT Fashion Designer Presentation</td>
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<td>5</td>
<td>DESIGN PROJECT - APPAREL Folio &amp; Garment</td>
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### Year 10 Visual Arts Assessment Schedule 2016

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<th>TASK</th>
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<tr>
<td>1</td>
<td>Critical/Historical Task</td>
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<td>5.9 5.10</td>
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<td>Art-making: Body of Work &amp; VAPD</td>
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<td>5.4 5.5</td>
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<td>3</td>
<td>Critical/Historical Task</td>
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<td>9-10</td>
<td>Assessment Block</td>
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<td>5.9 5.10</td>
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<td>4</td>
<td>Art-making: Body of Work &amp; VAPD</td>
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<td>4</td>
<td>5</td>
<td>Thursday Day 9 10 November</td>
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